

S A F E T Y

Two Sections • Section One



EDITOR'S NOTEBOOK

Being human, no doubt you've often wished for a "hand up" with safety education. Or, better yet, you've wished for an extra hand. And wondered, probably, where you might find one.

Look about you. Willing and able hands wait only your signal to be put to work. Where do you find them? In many places. Specifically, as evidenced in this issue of SAFETY EDUCATION, in three locations. First, in your own community. Second, in the National Safety Council . . . in the forms and helps this organization regularly makes available to you. Finally, and perhaps surprisingly, among the very students for whose safety you are now working.

In the pages that follow you'll find reference to each of these sources of assistance. For example, "Let's Look at Figures" is presented purely as an examination of the costs and results of the driver education program to date. But among Earl Allgaier's tabulations one cannot help but be impressed by the total number of cars local auto dealers have made available to this cause during the past 17 years. Equally enlightening on the subject of "outside agencies" is the amount of assistance given the Memphis school patrols by that city's police department. Nor can one overlook the number of business firms and civic groups which, last November, assisted teen-agers of Cincinnati in their efforts to present an effective, well-rounded safety institute.

What can the Council add to your efforts? Facts . . . focus . . . and forms. In this issue, for example, eight men and women who should know point out how the National School Safety Honor Roll has given inspiration or practical stimulus to their safety programs over a varying number of years. In "Accident Reports Hold the Answers" you'll find another conviction . . . in this case the consolidated opinion of one group of educators attending the 41st National Safety Congress that standard student accident report forms can add direction to your devotion to safety.

For an answer to whether or not students can help advance your safety program, we recommend you to Paul W. Kearney's article, "Who Drives Your School Bus?" In North Carolina and some 20 other states of the country, it develops that students discharge this responsibility, and discharge it with credit to themselves and their school systems. They thereby solve an employment and economic problem that may have vexed many a school administrator.

What does it add up to? A well-rounded safety education program. One that utilizes all possible sources of assistance. One that prevents accidents, as in the picture sequence of the Los Angeles program which is starred, this month, in our magazine center. So do you need a hand? Then have a few . . . and put them to work without delay to build a better school safety program!

Alice M. Carlson

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ON OUR COVER: Hands are precious . . . and helpful when they show a high school girl how to guard hers while making best use of them at a sewing machine. But the teacher or safety supervisor can often use an extra hand or so herself. The hands might be those of the student, or they might just as well be those of willing outside agencies. For more ideas on where you can find extra hands for the task of safety education, read the feature articles in this issue.

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Contents of SAFETY EDUCATION are regularly listed in "Education Index."

S A F E T Y

Education

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

Volume XXXIII No. 7 Section One

Alice M. Carlson, Editor

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This examination of "where we are" and "where we should go" with safety education today was originally presented for consideration at the joint meeting of the New York State School Boards Association and the Safety Committee of the New York State Department of Education last June. However, the points Mr. Wolz makes are applicable anywhere in the nation . . . perhaps particularly so in your state or city.

What Is Our

do not reach out far enough nor reach a major part of our population. Why? And here we get to the heart of my philosophy. . . .

It is much easier to teach a dog or a human tricks that do not conflict with a habit which he has already formed than to attempt to teach something to replace habits of long standing. While it is an established fact that we are never too old to learn, it is also conceded that the younger, formative years are the ones in which to instill those things that determine to a large degree the routes that we are most likely to travel in later years.

These are some of the reasons why it seems logical to bend our efforts toward accident prevention in the schools of our country. Isn't it as important to teach a child how to stay alive and well as it is to teach him how to make a living? It is a waste of time, effort, money, and years of a life to teach a child all the ways in which to grapple with the problems of earning a living and before he is able to make use of his knowledge have an accident cripple or kill him.

This whole business of accident prevention is about as intangible as anything known. We never will know the accidents and deaths that have been prevented because of the educational programs that are in operation. The National Safety Council and its local chapters, industrial firms, and many others have probably saved thousands of lives through their efforts, but none of them are able to say definitely, except by comparison with previous figures and assumptions, that they have reduced accidents

THERE is one big shortcoming in all phases of our economy, and the field of accident prevention is no exception. That is, all groups concerned with a specific problem spend the major portion of their time "talking to themselves," writing and issuing pamphlets for distribution to those who are already convinced and believe in the program. That's as far as the major portion of the effort ever reaches.

Our job is to formulate and promote a program of community action. It should not be too difficult to find, in any community, enough civic minded people who will welcome active leadership in a program as important as saving the lives of our children.

There are many national, state, and local organizations who are interested in accident prevention and who are continually promoting accident prevention programs that unquestionably serve a very good purpose. But if we are honest with ourselves we will agree that they

Children in New York City public schools are taught to trace the path from home to school . . . a path chosen by school traffic authorities as best regulated by lights or police supervision. The child also receives a mimeographed copy outlining his best route to school.
(Douglas Grundy photo.)

by P. C. Wolz

Vice President

New York State School Boards Association

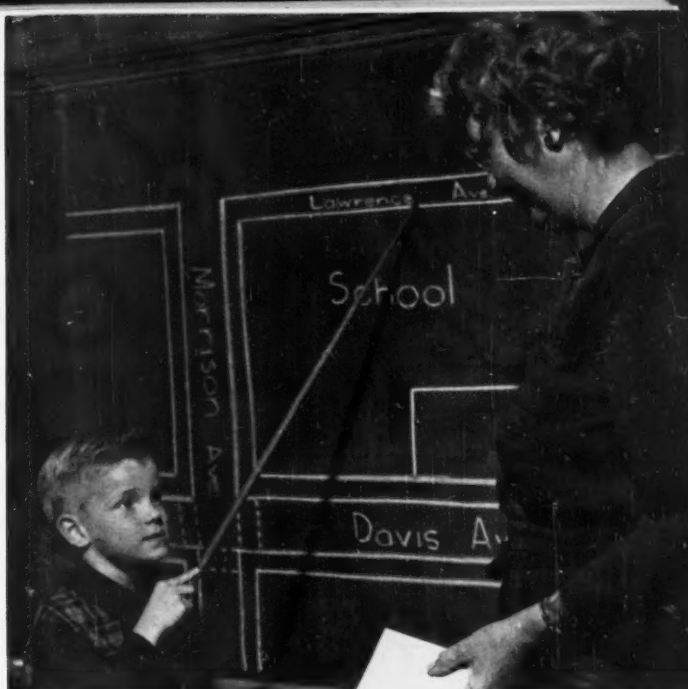
Problem?

and deaths by a definite number. It is unquestionably more than they ever claimed.

A very definite example of teaching accident prevention to teen-agers is in the reports of adequate driver training in the operation of an automobile. These reports indicate that men and women who have received this training as youngsters are involved in 40 to 60 per cent fewer and less serious accidents and in fewer violations than those without such training. The National Association of Insurance Agents theorize that, "When all parents demand driver education, when all city officials endorse it, and all teachers teach it, we can expect that far fewer lives will be needlessly lost in highway accidents. Every high school student in the country will then be provided with the knowledge, skills and attitude that are essential if he is to drive and survive." Why wouldn't the same theory hold true in other accident prevention fields?

The adoption of a program of accident prevention and its effective inclusion in the school curriculum depend largely on community interest. Are we enough interested in safeguarding our children, who do not exercise adult reaction, to give serious consideration to an effective program?

The press, radio, and newspapers have always been very co-operative in promoting community welfare, and it may be well for us to initiate the program by enlisting the aid of radio and newspapers in our aim to make mothers, fathers, students, and teachers con-



scious of what all types of accident prevention education can mean in terms of properly developed attitudes toward this problem.

An educational program of accident prevention in our schools should not be divided into or confined to specific categories. It should include traffic, home, industrial, play, or any other activity in which accidents may happen. Industry does not confine its accident prevention program strictly to the plant, because to them an injured or dead employee is just as injured or dead regardless of where the accident happened.

If our children are to become useful citizens, they must survive the hazards which confront them in the years of youth. Thousands will not, because through accidents they will die or suffer some serious permanent impairment. William N. Cox, Jr., Professor of Safety Engineering at Georgetown Institute of Technology says:

"We cannot wait until our people are adult citizens before we make them useful and safe citizens. It is foolhardy to wait until habits are firmly entrenched and then seek to revise those habits—it is ineffective to wait until attitudes are fully developed and then seek to remake those attitudes. In fact, we are often amazed at how much we can accomplish within the doors of the working-place when we start our safety effort at such a late hour in the lives of our citizens."

Safety will only be accomplished in our schools through many learning experiences in



Playground activities in Santa Fe, New Mexico, instruct pupils in the necessity of heeding highway signs. (Photo by Kafan.)

which the student develops the ability to weigh all considerations, including those of risks, and comes to conclusions which avoid injury. The primary expenditure of public school funds is for the ultimate benefit and progress of the social and economic structure of our country, and since unnecessary accidents and loss of life are a social and economic loss to our society, they nullify a part of this expenditure and effort. If for no other reason than this, it would seem justified to give serious consideration to the establishment of adequate accident prevention education in our school system.

Now, what are the answers?

1. Most children spend more of their supervised time in school than at home or anywhere else. So working with school people would seem to be the best way to make the most of our natural interest in child safety.

2. Appoint a school safety coordinator in each school—someone at the school who will be directly responsible for the school safety program and who will work closely with other community organizations interested in and working on safety problems.

3. Where the school system is large enough to have a central administrative staff, either appoint a full time co-ordinator, if the size of the system justifies it, or assign this function to a qualified person on the staff with an allocation of time sufficient to handle it properly. Do not allocate the responsibility as a fill-in or stop-gap to someone who may have the time, but not the interest or qualifications.

4. Be convinced . . . and convince boards of education . . . that accident prevention education is as important as other phases of child education. They should make it a point to see

that an adequate program is not only set up but also followed.

5. Have the schools participate in the National School Safety Honor Roll conducted by the National Safety Council, and make extended use of the National Safety Council's services.

6. Boards of education should take the initiative in formally inviting community groups to participate in accident prevention programs. Such groups could be the local safety council, P.T.A., Boy Scouts, Girl Scouts, service clubs, industry, and many others. The radio and newspaper representatives should be invited to meetings, and other data should be made available to the radio and newspapers.

7. Arrange talks to assemblies of teachers by qualified industrial safety personnel.

8. Strive for uniformity of application of instruction rather than leave it to the degree of enthusiasm in the individual teacher.

9. Place more emphasis on evening adult classes in accident and fire prevention.

10. Develop and issue a booklet on how and what to teach. This booklet should cover such subjects as:

- a. how to form safety committees among groups of students
- b. gaining reports from student groups
- c. use of questionnaires, such as (1) what unsafe acts did you observe this week? (2) What unsafe condition did you correct at home?
- d. making use of publicized accidents . . . asking students, "What do you think could have prevented this accident?"

The booklet should also ask teachers for their suggestions on how to prevent accidents.

Do you need reasons for a stepped-up safety education program in your school or school system? Consider these:

- ▶ accidents are increasing
- ▶ some schools are having difficulty getting insurance coverage
- ▶ the cost of insurance coverage is increasing school budgets
- ▶ accident and fire prevention instruction is given too often as a fill-in
- ▶ fatal and crippling accidents are more serious in youth than in older people.



Typical of scenes across the country, a precious load lines up for the school bus outside Rugen School, Glenview, Illinois. Who is the "man behind the wheel" of your school bus?



Who Drives Your School Bus?

by Paul W. Kearney

THE man who drives a bus load of children to school every day, in all kinds of hazardous highway and weather conditions, is charged with grave responsibility. Together with a ship's captain, or an airline pilot, precious human lives depend upon his experience, skill and judgment. Yet, despite the increasing dangers of highway travel, many communities pay minimum attention to the dependability of their school bus drivers.

Who drives your school bus? How did he get the job? What investigation was made of his integrity and ability? If you don't know, you should.

In most cases, running a school bus is a part-time job, only a few hours a day. All too

often the driver takes it because he has nothing else to do. The pay is small, the hours are awkward. Thus this post of responsibility does not attract experienced, capable men to it.

This serious paradox has crept upon us with the nation-wide development of the centralized school and its need for pupil transportation. Two national authorities who are concerned about the problem are Dr. E. Glenn Featherston, specialist in pupil transportation, U. S. Office of Education, Washington, D. C., and Dr. Frank W. Cyr, professor of education, Teachers College, Columbia University.

Dr. Featherston told me recently that, "Unfortunately, too many people consider driving a school bus as a handy-man job. Few states

have shown leadership in developing driver training programs; supervision of drivers is almost non-existent in many localities and inadequate in many more."

Dr. Cyr, one of the foremost authorities on the subject, adds: "We need 120,000 safe, qualified drivers to man the school buses of America: this is the most critical problem facing school transportation. But there are not enough qualified, competent adults who are willing to take the job."

This is not to say that most school bus drivers are lacking in skill and integrity. Many have proved themselves to be heroes in time of emergency. But there is no denying that the lives of far too many school children rest in unqualified hands.

What is the solution to this problem? One answer, of course, is to hire and train first-grade full-time bus drivers—just as the commercial bus lines do. But this is expensive—beyond the budgets of most communities.

Another answer is supplied by the state of North Carolina—which has turned the problem over to its high school students.

In 1953, out of about 6,800 buses in the North Carolina school transportation system, serving 1,200 schools, less than 800 were driven by adults. The rest were run by the students themselves. More than 6,000 students transported 432,610 pupils approximately 43,000,000 miles this year, and hung up an exceptional safety record. In the records of Director Charles C. Brown, of the North Carolina State Board of Education's Transportation Division: "The youngsters have certainly justified our faith in them and have proved our system."

North Carolina has a whale of a school bus problem. It has, in fact, the largest school bus system in the world. Upward of 46 per cent of its public elementary and secondary school children are transported at the state's expense—compared to around 29 per cent for the nation as a whole.

North Carolina's approach to the school transportation problem began back in the early '20s when some rural school board bought a second-hand, horse-drawn wagon which a blacksmith converted into School Bus No. 1. Getting a horse to pull the bus was simple. But getting a driver—that was the problem even then. No adult who qualified had the time; those who had the time couldn't be trusted with the job. Whereupon some sharp farmer on the board came up with an idea.

"Look," he said, "Jim Stuart's son, out yonder on the River Road, comes in to this school.

He's a well-spoken lad, bright and dependable; he knows horses. Why not let him drive the rig to school and pick up the other kids on the way?" North Carolina has been following that common sense procedure ever since.



Happy, carefree students who debark from this school bus may not be much younger than the driver. But not every high school student can qualify as pilot for the school bus . . . in North Carolina only about 60 per cent of the hand-picked candidates for the job make the grade.

The principle is the same today as it was 30 years ago: pick a steady, reliable student and let him drive the others. This practice has cut the Board of Education's transportation costs by 20 per cent.

In picking a high school junior or senior living along the route, the school has a driver who has been traveling that route as a passenger for ten years and knows it like a book. For each driver a substitute is selected, who takes over in case of absence, and who steps into the post upon the senior's graduation. Neither candidate, however, can be any Tom, Dick or Harriet who just happens to live at the end of the line. Student drivers must be recognized leaders; good natured, popular, perhaps an athlete of good scholastic standing. Class

presidents or other officers make excellent material, and 4H Club members are especially sought.

If a candidate passes muster for reliability, leadership and adaptability; if he has a driver's license with no traffic violations against it, he is allowed to take the qualifying examination, the driving portion of which must be in a school bus. The State Highway Patrol has established rigid standards—which wither the hot-rods at 20 paces—and gives the qualifying tests. The selection, screening, training and supervision of the drivers, however, is the responsibility of each local school board. The examination is so tough that only about 60 per cent of the hand-picked candidates make the grade.

driver's bus recently went into a ditch (without damage or injury), he was promptly relieved of his job after a hearing. Investigation revealed that he had turned his head to admonish some of the passengers who were becoming too noisy. The decision was that, regardless of motive, "We can't have bus drivers who take their eyes off the road while the vehicle is in motion."

Eight hundred and ten of North Carolina's 6,000 drivers are girls. "And they have proved to be excellent drivers," Director Brown says. "They are dependable, take responsibility seriously, and handle the big buses well. Our favorite story down here concerns a girl driver who slowed down for a stop at one of the pick-up points. Coming against her at a good clip was a big tractor-trailer whose driver be-



North Carolina's sister state, South Carolina, here screens her students who would qualify as school bus drivers. The parallel parking test is not easy to pass . . . the long wheel base of the bus makes it more difficult than parking a car.
(Official photo, South Carolina Highway Dept.)

Under the state-wide program, each school appoints one teacher as Student Driver Supervisor (at extra pay), whose duty is to meet with the youngsters once or twice a week. He thrashes out with them any problems that may arise; but his chief function is to keep the students everlastingly on their toes and fully aware of the responsibility they shoulder. From time to time, members of the State Department of Motor Vehicles or of the Highway Patrol hold informal get-togethers with the drivers. Good driving practices have been summarized in a 40-page Handbook for School Bus Drivers which each driver must carry.

The drivers' safety record is constantly kept before them; and slips by any of them are fully aired by the school board. Thus, when one

lately jammed on the brakes and sent his rig jackknifing across the lane in front of the bus. The girl coolly slammed on her brakes, went into reverse, and pushed the gas pedal down to the floor. She didn't escape entirely, but she got out of it with nothing more than a crumpled fender."

Out of North Carolina's three decades of experience, some guiding principles have emerged. To begin with, the State Board of Education provides the vehicles, the gas, the mechanical upkeep, and the wages. All school buses have governors holding down speed to a maximum of 30 miles per hour. All drivers make daily reports on the condition of their vehicles. The driver's daily check list includes such items as lights, brakes, tires, steering mechanism, wind-

Thank You

●

**To hundreds of valued friends
throughout the country, in fact,
throughout the world, I want to
express my deep appreciation for
their thoughtful and kind Holiday
greetings. This is my way,
inadequate as it is, to reciprocate
their good wishes.**

●

Ned H. Dearborn

Who Drives Your School Bus? *continued*

shield wiper and mirror, emergency door and signal, wheel lugs, loose body nuts, fan belt, etc. Drivers are forbidden to make repairs; their sole maintenance chore is to wash the windows, head and tail lights, rear view mirrors, and to keep the interior clean. The vehicles are fueled, lubricated and checked in the school yards by route trucks from the county garage, and any necessary mechanical work is done in these garages.

State Highway Patrolmen make round trips on every bus in the system at least once each term, noting route conditions as well as driver performance. The Patrolman notes the driver's fidelity to safety practices: On the school grounds does he ever drive in high gear; go into reverse; or exceed ten mph? Does he stop at all railroad crossings? If he has to back up on the route, does he have the monitor get out and guide him? Does he extend his STOP sign at least 150 feet before reaching the stop point? Does he drive closer than 300 feet behind another school bus? Does he hold up traffic for sufficient time to let the kids cross the road safely? Is he unduly tolerant of monkeyshines among his passengers? (Nearly all of the buses have a monitor for this; but if the pupils ever threaten to get out of hand, the driver must pull safely off the road and refuse to proceed until the shenanigans stop.)

For their services North Carolina's teenagers are paid \$1 a day, or \$20 a month—\$25 to \$50 a month less than an adult driver would get. For a county with 50 buses and a nine-month term this could amount to a saving of from \$10,000 to \$20,000 per year. This is an important saving. As Director Brown points out, "most of the counties of North Carolina must take transportation funds from money that would otherwise be spent for actual education, and \$20,000 will produce quite a lot of education."

North Carolina is not alone in using students to drive its school buses; today some 20 states have followed her lead and are employing student drivers to some extent. This practice has been encouraged by North Carolina's enviable student driver safety record. Her school bus drivers, during the past three years, have driven more than 100,000 miles per reportable accident—and a reportable school bus accident means anything involving so much as a dented fender.

*after 17 years
of driver education*

Let's Look At Some Figures . . .

*says Earl Allgaier
Driver Education
American Automobile Association*

Is the high school driver education program worth what it costs? Earl Allgaier, in charge of driver education for the American Automobile Association, recently made some estimates of the costs of the program to date and the results accomplished. His computations, based on the best estimates he could make with information available, are strictly his own. He admits that others might not reach the same conclusions. **SAFETY EDUCATION** presents his figures here for what value they may have to you, whether you wish to agree or disagree with the final calculations.

AFTER 17 years of activity in the field of driver education it is time to take stock of the results. Is the program worth the money invested? Obviously precise measures of costs and results are not available, but this is no excuse for not attempting to make a reasonable estimate of the results from the information that is available. Practically every business must operate on the best estimates available when exact figures are not known.

In the table which has been prepared, the best data available have been used in an effort to arrive at a reasonable estimate of the costs involved and the results accomplished. No doubt there will be differences of opinion regarding the figures used. The assumptions made are strictly those of the author. If the assumptions are substantially correct, the following briefly summarizes the results accomplished in 17 years of activity.

► About 1½ million persons have completed

a high school driver education course including both classroom instruction and behind-the-wheel practice driving.

► This training has been given at a total cost to the schools (teachers' salaries, text materials, car operating costs and incidentals) of about \$53 million . . . or \$34 per person trained.

► The economic cost of the accidents which this program has prevented amounts to about \$137 million.

► For each \$1 invested by the schools, \$2.60 has been returned in the form of economic savings of accidents prevented.

► In addition to the economic gains our figures (as later explained) give us an estimate of 1400 lives saved that otherwise would have been lost during this period.

► And the same calculations give us an estimate of 50,000 persons who have avoided being injured in a traffic accident during this period.

ECONOMIC VALUE OF THE DRIVER

(1) School Year	(2) Cars In Use	(3) Persons Trained	(4) Accumulated Total Trained End of Year	(5) Total Trained with 5 years or less experience
1936-37	3	450	450	450
1937-38	5	750	1,200	1,200
1938-39	25	3,750	4,950	4,950
1939-40	25	3,750	8,700	8,700
1940-41	50	7,500	16,200	16,200
1941-42	50	7,500	23,700	23,250
1942-43	10	1,000	24,700	23,500
1943-44	10	1,000	25,700	20,750
1944-45	10	1,000	26,700	18,000
1945-46	75	3,750	30,450	14,250
1946-47	1,500	75,000	105,450	81,750
1947-48	3,000	150,000	255,450	230,750
1948-49	4,000	200,000	455,450	429,750
1949-50	4,500	225,000	680,450	653,750
1950-51	5,500	275,000	955,450	925,000
1951-52	6,000	300,000	1,255,450	1,150,000
1952-53	6,300	315,000	1,570,450	1,315,000
		1,570,450		

ASSUMPTIONS:

Column 1—The first course for high school teachers was given to 36 teachers in Bluefield, West Virginia, December 13-19, 1936. The number of high school students taking courses prior to 1936 is probably insignificant.

Column 2—The number of cars in use is based on records of AAA assigned cars plus estimates of cars obtained directly from dealers and through other arrangements.

Column 3—In computing the total number of students trained each year, it was assumed that 150 were trained per car per year 1936-1942, 100 were trained per car per year 1942-1945, and 50 were trained per car per year 1945-1953. In 1947 an analysis of data from 68 schools indicated that 73 persons were trained per semester (Research report No. 32). In 1950 an analysis of 534 schools indicated that 28 persons were trained per car per semester (Research report No. 32). In the early days, training cars were hard to get so the requirements were high.

Column 4—This is merely an accumulation of Column 3 to show the total number of students that had received training by the end of that school year.

Column 5—Most of the studies made to determine the results of driver education have been made within a few years after the course was completed. From a study made in Minnesota (Research report No. 39) there is a

slight indication that after a period of time the accident rates of the trained and untrained groups tend to approach each other. No one has the information to indicate how the trained and untrained groups will compare 5, 10, or 15 years after the course has been completed. For the lack of concrete data, it has been assumed in this report that the accident ratio of the two groups would be 1 to 2 for the first five years and 1 to 1 after that time.

Column 6—For each year it was necessary to estimate the number of persons that would have been killed by the drivers who had been trained during the previous five years if those drivers had been typical drivers without any formal driving instruction. From "Automobile Facts and Figures" the following data indicate that about 59 persons are killed in traffic for each 100,000 drivers.

Year	Drivers	Traffic Fatalities	Persons killed per 100,000 drivers
1947	50,586,000	32,697	65
1948	51,469,000	32,259	63
1949	59,300,000	31,701	53
1950	62,200,000	34,763	56
1951	64,400,000	37,300	58
1952	66,825,000	38,000	57

Mean 59

According to this source, 18.7 per cent of all drivers were under 25 in 1952 and according to "Accident Facts" this age group was

EDUCATION PROGRAM 1936-1953

(6) Deaths Expected if Drivers Had Not Been Trained	(7) Lives Saved	(8) Economic Loss Prevented During Year	(9) Saving Per Person Trained During Year	(10) Injuries Prevented
0	0	0	0	0
1	0	0	0	0
3	1	\$ 50,000	\$ 13	35
5	2	100,000	27	70
10	5	250,000	33	175
14	7	350,000	47	245
14	7	350,000	350	245
12	6	300,000	300	210
11	5	250,000	250	175
8	4	280,000	75	140
48	24	1,920,000	26	840
136	68	6,120,000	41	2,380
254	127	12,700,000	63	4,445
386	193	17,370,000	77	6,755
546	273	24,570,000	89	9,555
678	339	33,900,000	113	11,865
776	388	38,800,000	123	13,580
	1,449	\$137,310,000		\$50,715

involved in 26 per cent of the fatal accidents, so their fatal accident rate is 1.39 times the national average.

Students who take a driving course have a much larger proportion of girls than the driving population at large. According to "Automobile Facts and Figures" in 1952, 29 drivers out of 100 were women and according to "Accident Facts" they were involved in 8 per cent of the fatal accidents. Also a recent study (Research report No. 44) indicates that 57 per cent of the persons enrolled in Driver Education classes are women. If it is assumed for ease of computation that 100 typical drivers have 100 fatal accidents, then the rate for men would be 1.296 and for women, .276. The following simple computation then gives the relative rate that would be expected for 100 driver education students.

$$\begin{array}{rcl} \text{Men. } .43 \times 1.296 & = & 55.7 \\ \text{Women. } .57 \times .276 & = & 15.7 \\ \hline & \text{Total} & 71.4 \end{array}$$

In other words, if age were not a factor, the fatal accident rate of students in a driver education class would be 71.4% of the national average. However, since this age group has a rate 1.39 the national average, the expected rate would be $.714 \times 1.39 = .992$. . . or practically equal to the national average. In other words, a group of students in a driver education class would be expected to have 59

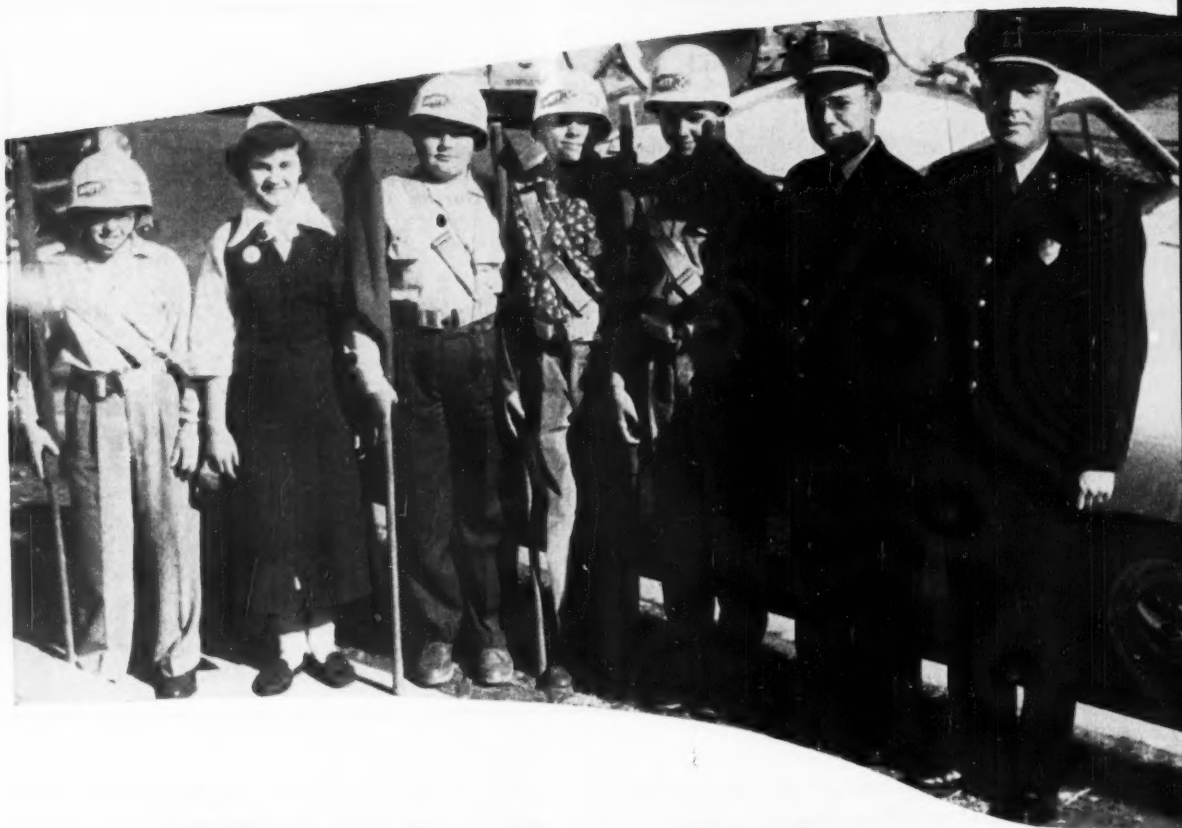
fatal accidents for each 100,000 drivers. This rate applied to the number of drivers trained (in column 5) gives the number of fatal accidents these trained drivers would have if training had no effect.

Column 7—A number of studies (Research report No. 39) have been made to determine the results of driver education courses. While the results differ widely, it seems reasonable to assume that, in general, these courses will reduce accidents one-half, both fatal and non fatal. Column 7 is based on the assumption that the fatal rate for trained drivers will be 29.5 instead of the national average of 59.

Column 8—The National Safety Council estimates that for 1952 the total economic loss from all traffic accidents was \$3,750,000,000. This divided by 38,000 gives \$100,000 for each person killed. This economic loss includes property damage, wage losses, medical expenses and insurance overhead. The figures for earlier years were based on estimates for those years.

Column 9—This was obtained by dividing the economic loss prevented by the number of persons trained during that year. The large figures in this column are the result of savings during the year from persons trained in prior years.

Column 10—This column is based on the assumption that 35 persons are injured for each person killed in a traffic accident.



Morale for Safety

Memphis itself attributes an outstanding school pedestrian traffic record to high morale among its school patrols. But the story is also one of unusually close cooperation between the schools and outside agencies.

by Menno Duerksen
Safety Editor
Memphis Press-Scimitar
Memphis, Tennessee

AND if you laid 500,000,000 school children end to end?

By using this ancient trick of the statisticians and prodding your imagination a bit you can get an idea of the school traffic safety record claimed by the city of Memphis.

It is simply this: In the 29 years since the school safety patrols were first organized in this city, not one single school child has been killed while crossing a street at a crossing guarded by the patrols.

And during that time, it has been estimated, more than 500,000,000 trips have been made by school children through these crossings.

The record for a single typical year, 1952-53, shows that 65,339 school children made an estimated 23,522,040 trips to and from 77 public and parochial schools, using crossings guarded by 1200 safety patrols.

Those 23,522,040 trips were made with a total of only 17 recorded accidents. Only two of the 17 children involved were seriously injured, with 12 minor injuries and no injuries recorded in the remaining three.

Seven of the 17 were bike riders, with the other 10 walking.

Credit for all these millions of safe trips must go to the schools, their safety patrols, together with the Kiwanis Club which sponsors them and furnishes equipment, and to the Police Department, which actively supervises the school safety job.

The Police Department also provides 20 po-

licewomen assigned to guard strategic school crossings mornings and afternoons, together with the safety patrols assigned to these crossings. These 20 feminine arms of the law tote no pistols but do wear blue uniforms with regulation caps and badges. Armed with the traditional policeman's whistle, they are authorized to make arrests or write traffic tickets . . . and do.

On top of this there is the part time work of 10 squad car teams of two men each, with five walking traffic men and three motorcycle men assigned to important crossings during the times when school child crossings at heavy traffic points are at their peak.

Since no safety program is any better than the machinery that makes it tick, let's take a look at that machinery.

High up on the list of reasons why the Memphis program clicks—perhaps even the key to

At left, a representative Memphis safety team: four patrol boys of Lauderdale school, one girl safety monitor, and Lt. Forrest O'Kelly and Capt. Bob Glisson, directors of school safety for the city. This is the type team which has made possible some 500,000,000 street crossings by school children in three decades without a fatality.



its success—is a little item called morale. Among the kids, that is.

Best proof of this is the fact that in almost every school there is a waiting list of youngsters who want to don those white helmets and Sam Browne belts.

How did this happen? Well, if you take the word of Capt. Bob Glisson, police supervisor of school safety, the idea has been built up over

a period of years that the safety patrol is somebody special, high up on the scale of school social strata. Assembly meetings in the schools, at which patrol members occupy places of honor, do much to promote this idea.

Then there are the incentive plans. Several times each year the Kiwanis Club throws a big movie party for all safety patrols in the city at the Linden Circle theater, with a free movie, ice cream and a gala presentation of awards to schools and to individual safety patrols who have won prizes for outstanding work.

The Kiwanis Club appoints an individual sponsor for each school. This sponsor is responsible for the morale of the kids on the patrol in his school. He visits his patrol gang regularly, often giving monthly parties for the youngsters, with refreshments and a prize for the top patrol of the month in his school. The sponsor also works with the school faculty member in each school whose official duties include supervision of the patrol.

Some of the schools get behind the program by giving free season passes to football games and other sporting events to the patrols who carry the safety banners for the school. The

When the safety editor of a big town newspaper takes the time to write an unsolicited article about his local schools for a national magazine on safety . . . that indicates a community pride that is news in itself. This article will explain one of the ways the Memphis schools have achieved such esteem in their own city, may also give you an idea on how to increase the results of the school safety patrol in your home town.

. . . The Editor

Parent-Teacher Association gets into the act with hot chocolate for the patrols during cold or wet weather.

All these carrots dangling in front of his nose are some of the reasons why Johnny puts his name on the dotted line for next year's safety patrol and prays that he makes it. They are also among the reasons why, when he makes the

Continued on page 17



Lind Voth, left, and Jim Apple talk over the safety features of the model home at Cincinnati's 8th Annual Safety Institute for teen-agers.



Judge O. R. Hess, Chairman, Advisory Committee of Cooperating Agencies, checks with Barbara Cottingham, presiding.

Cincinnati says . . .

Play It Safe!

by W. K. Streit

*Director of Health and Hygiene
Cincinnati Public Schools*



In the assembly on home safety, this display made it easy to understand the "why" of not overloading a circuit.



Edward C. Knoop, Jr., of the Pacific Mutual Fire Insurance Company, helps Barbara Holt and Irene Spottswood demonstrate the flammability of cleaning fluid.

Eighth annual city-wide teen-age institute in Ohio city spotlights sports safety, but also discusses avoiding fire, home, and traffic hazards.

TAKE one Saturday. Fill the largest school auditorium with more than 550 teen-agers from 65 public and parochial high schools. Give them ample time to organize the events of the day . . . themselves . . . beforehand. Then spotlight, annually, one of four safety subjects, but give time to the others as well.

What do you concoct? A teen-age safety institute such as has been proving wholesome for the teen-agers of Cincinnati, Ohio, for the past eight years.

"Play It Safe" was the theme for the 1953 Eighth Annual Safety Institute, held at Walnut Hills high school last November. According to the cycle plan established in the beginning, recreation safety was the featured subject this year. Nevertheless, fire, home and traffic safety also came in for a share of attention . . . and each will be spotlighted in the years ahead.

The general pattern of the annual Cincinnati Institute is to bring some 500 high school student delegates together for a brief general session, then to divide them into four assemblies for demonstrations, skits, panel discussions, or movies on any one of the four major safety subjects.

Recommended by the student and adult planning committees, these four assemblies provide a basis for the work of the discussion groups. There are 16 of these, organized to give each student delegate an opportunity to participate. Each is made up of approximately 35 student delegates, each has its own student chairman and recorder.

A complimentary luncheon is followed by a final auditorium session. This sums up the day's activities, inspires the delegates to go out and practice safety at play, at home, and on the streets in the year ahead.

How do Cincinnati school people view the Institute? Primarily as an instructive motivation in safety education. It is expected that the delegates, carefully selected for interest and leadership qualities, will share their Institute experiences with other members of their student body in follow-up activities.

No school is allowed less than four delegates nor more than 32; the total number attending from any school is dependent upon that school's

enrollment. Students are assigned to the phase of safety in which they are most interested. Names of all delegates are printed in the official program; each one wears a badge giving his name, school section, and room assignment for discussion groups.

Long before the date of the Institute, however, student chairmen and recorders are called together for a consideration of group discussion techniques. Such matters as introductions, seating arrangement, selection of topics, how and when to use the adult consultant, and how to summarize the meeting are gone over. Lists of questions are formulated for the future discussion meetings. And materials intended to prepare the delegates for active participation are sent to the faculty sponsor several weeks prior to the date of the Institute.

To indicate the extent of student participation in this conference . . . the pupil planning committee selected the theme, developed the discussion questions, participated in the assembly programs, conducted the 16 sectional meetings, and met afterwards to evaluate the effectiveness of the programs. Selected students served as presiding chairmen of the general sessions. Moreover, student recorders prepared summaries for each of the discussion groups. Briefed and mimeographed, these were returned to participating schools within one week after the conference, so that student representatives could use this material in reporting and interpreting the Institute to their student bodies.

High school principals and faculty sponsors were kept informed about the Institute and about the delegations from their schools. Community agencies which participated were the Fire Prevention Bureau, Fire Underwriters Association, Public Recreation Commission, Police Department, Greater Cincinnati Safety Council, the Gas and Electric Company, Chamber of Commerce, Parent-Teacher Associations, Automobile Club, Board of Health, Transit Company, Red Cross and Public Health Foundation.

At the Institute, the assembly on "safety in recreation" consisted of take-offs on three TV quiz programs . . . "What's My Line," "Two for the Money" and "Celebrity Time." The



Mary Ann Siegel, John Holzel, Pat Watts, and Donald Caisey answer questions on recreation safety at the 8th Annual Cincinnati Institute.

CINCINNATI TEEN-AGERS DECIDED:

sports safety . . .

- ▶ Every school represented had some sort of sports program. Some, however, required no physical checkups and carried little or no insurance on athletes. These were considered necessary, as were proper equipment. There should be intramural games for less talented players.
- ▶ Although some persons dislike sports, everyone should participate a little in some sport for exercise, variety, sociability and relaxation.
- ▶ Students should set good example to younger pupils, thereby make them aware of the fact that they are responsible for the safety of themselves and others.
- ▶ Good sportsmanship and courtesy were emphasized in sports and recreation. "If we would do unto others as we would be done by them" many accidents and injuries would be prevented on playing fields, courts, woods and in water areas.
- ▶ Good teaching and proper supervision were recognized of greatest value for boys and girls of school age. Young, conscientious and enthusiastic leaders with good preparation are needed in recreation.

traffic safety . . .

- ▶ A new test for drivers license should be mandatory every five years . . .
- ▶ Advertisements about speed and horsepower of newer cars should be played down . . .
- ▶ Teen-agers should receive their driver training from a qualified teacher rather than from a parent, relative, or friend. Also, driver training in high school should be worth a full credit.
- ▶ Traffic safety education is a task never finished. There are always more children coming up through the grades to be instructed. All we can do is make sure that adequate traffic safety education is regularly presented in the schools. Movies, assemblies, class discussions and articles in the school papers are means of spreading safety instruction. But personal example of each individual is the best.

fire safety . . .

- ▶ Teen-agers can prevent home fires by various methods. Some of them: seeing that stairways are kept clean, keeping inflammable solvents in a safety can, having ashtrays placed conveniently throughout the house, being sure all matches and cigarettes are out before they are discarded, and keeping matches away from children.
- ▶ One group suggested a definite day for all citizens to check their homes for fire hazards. It was also suggested that teen-agers set a good example for their elders.
- ▶ When entering a public building, one should always look for exits and fire extinguishers. People should realize panic is the most dangerous thing about fire in public places. A public address system is of help in keeping people calm.

home safety . . .

- ▶ Among responsibilities of teen-agers in the home are: making sure that attics and basements are clean, picking up things scattered around the house and showing younger children the necessity for it, refraining from putting all work on mother and father, and keeping medicines and poisons out of reach of children.
- ▶ We can make our homes safe for small children by placing gates at the top of steps, by watching children while they are bathed, by keeping tiny objects from them, by properly instructing baby sitters, by not putting lead paint on toys, and by getting rid of old equipment.
- ▶ We can make our homes safe for older people by having the stairs well lighted, by keeping a night light burning in the bathroom and bedroom, by having handrails on all stairs, by being generally helpful, and by having a family discussion on safety which includes the oldsters.

student planning committee put on each of the shows, with contestants selected from the audience. Prizes were adhesive bandages, first aid kits, and candy life savers. Questions for the first two shows were chosen to stimulate thinking on recreation and safety and the third show consisted of a skit in which a picnic scene was enacted and the audience was asked to look for safety violations. Their observations on the skit were used to start the conversation in the discussion groups which met immediately afterwards.

A sketch on home safety—"Be safe where you live" was put on by the discussion leaders, recorders, and alternates at the home safety assembly. Participants were trained by staff members of the Cincinnati Gas and Electric Company, the Underwriters Laboratory, and the Greater Cincinnati Safety Council. Each member of this assembly wore a badge reading "Has the Safety Bug Bit You?" On return to their high schools these students created interest by repeated reference to the "safety bug."

Brief talks by adult consultants, two films and presentation of a prize winning traffic essay made up the traffic safety assembly program. Each of the films on the program was intended to teach a specific safety lesson. But assumption of individual responsibilities in traffic was the important point made by Carl Mark, Withrow high school student, as he read his essay: "How I Can Make Eastern Hills Streets Safer for My Fellow Students."

"Keeping fire in its place" was the central theme of the fire safety assembly, as demonstrated by a representative of the Pacific National Fire Insurance Company. The demonstration stressed electrical hazards, the hazards of spontaneous combustion, fires resulting from use of dry cleaning materials and lighter fluids, and the danger of celluloid materials and flammable toys when brought in contact with stoves or open flames by children.

At the concluding session Mary Hardwick, international tennis star, spoke on "Tennis—Builder of Citizenship and Safety" and Vernon J. Goertz, special agent of the F.B.I. Cincinnati office, talked on the day's theme, "Play It Safe."

Follow-up by student delegates . . . as detailed in reports sent to the central committee . . . indicate that schools are using various methods to make the principles outlined in the Institute function in the daily lives of fellow students and their families. Some of the activities reported to date are:

▶ auditorium assembly programs featuring reports, panel discussions, movies and guest speakers . . .

- ▶ poster displays . . .
- ▶ articles and editorials in school papers . . .
- ▶ community newspaper reports . . .
- ▶ safety bulletin boards . . .
- ▶ public address announcements each week on some phase of safety . . .
- ▶ a safe driving organization . . .
- ▶ more attention to safety around the house and at play . . .
- ▶ home room discussion led by students who attended the Institute . . . and
- ▶ student council discussion and action on various phases of safety.



Morale for Safety, *continued*

grade, he is interested in his job.

It is the job of Capt. Glisson, a veteran of the Police Accident Investigation Division, and his assistant, Lt. Forrest O'Kelly, both working under the supervision of the Board of Education, to supervise the training, map out the program, and keep the kids on their toes.

It keeps Glisson and O'Kelly humping to keep up with their heavy calendar of dates to train the patrols and preach the gospel of safety to school assemblies. One method used by them to keep children properly impressed about not getting hurt is to take advantage of those rare occasions when some child is injured to bring that child to an assembly and tell everyone just what it felt like to be knocked flat in the street by a car.

After listening to Mary tell about her broken arm, it is no wonder that the rest of the Jimmies and Janes are so impressed they can provide the material for a little story told by one Memphis teacher.

On her way to school early one morning, before the safety patrols went on duty, this teacher found one little miss patiently waiting on a school crossing corner.

"May I help you across?" asked the teacher.

"No, ma'm, I'll wait for the safety patrol," the little moppet firmly replied.

Also proof of the success of the Memphis program is the distance reached by publicity on the record. A few months ago there was a letter from Glasgow, Scotland, asking for particulars about how school safety works in Memphis. That's some distance, you'll agree. But then the 500,000,000 children I mentioned initially would just about stretch to the moon and back!

Accident Reports Hold The Answers

Question: How can we improve safety education through use of accurate accident reports? The answers to this question, as reported here, were formulated by Group II of the special interest groups meeting at the National Safety Congress in Chicago last October. The report of their deliberations is made by their group leader, Thelma Reed, principal of the William Volker School, Kansas City, Missouri. Her report, along with that of each of the other six special interest groups and all general meetings of this section of the Congress, is also available in permanent form in the School and College volume of *Transactions*, now off the presses.

A PRE-CONGRESS circulation of the questions set up by the program committee to people who had indicated an interest in this group rated the importance of the questions in this order:

1. What are the values in accident reporting? Do complete accident reports, completely analyzed, aid in reducing accidents?
2. What is good accident reporting?
 - a. Who should make out the accident reports?
 - b. How can accident statistics be made attractive and usable for any teacher?
 - c. Where should accident reports be kept?
 - d. How should accident reports be tabulated?
3. Who in the school system can use accident reports? How?
4. In what ways may accident reporting influence the curriculum?
5. Does the collection of accident data, particularly on non-school jurisdictional accidents imply that school officials are in any way assuming responsibility for those accidents?

The above questions, for the most part, formed the basic outline of the discussions.

In considering the values of accident reporting only one member of the group was able to present statistics that the keeping of accident records had reduced the frequency of accidents. Other members of the group felt that the keeping of accident records had helped them to hold their own in the face of increasing hazards.

It was agreed that filing accident reports for the record in case of legal action was not the primary purpose of value in reporting accidents. Unless the records and statistics can be used to improve safety education, they have lost their intended value.

A need for extending present accident reporting procedures was felt. The group believed that these purposes need to be achieved:

1. Involve more schools and school systems.
2. Extend reporting to cover all accidents . . . 24 hour coverage.
3. Record those accidents which do not come under the definition of a reportable accident but which indicate a need for education for safer living.

Ways of securing the information to make

out the reports were discussed. It was agreed that in most cases the teacher is responsible for making the report. The information may be secured from pupils themselves, from parents, from police, and from laymen. In junior and senior high school pupils themselves may make out the original report form.

There seems to be little uniformity in the person responsible for making accident summaries. In some cases they are made in the local school and in other cases in the central office.

Uses that can be made of statistics gathered through accident reporting were considered at length. It was the consensus of the group that the persons who make the reports—the teachers—should know more about the use that is made of the reports and should have summaries and analyses to use as they wish. It was suggested that such summaries and analyses might have wider use if teachers were encouraged to ask for statistics which they could use rather than to receive at regular times copies of reports that are sent to all teachers. Some school systems issue monthly summaries and analyses and others make only annual summaries.

Some of the other uses of information on accident reports that were mentioned were:

1. To point out phases of safety teaching that should be emphasized.
2. To reveal building hazards that need to be corrected.

In discussing contests, premiums, and rewards for good accident records it was agreed that such procedures are inadvisable because they tend to encourage poor reporting.

The statistics gathered from accident reporting may be used on several levels of curriculum planning—system wide, local school, and in the individual classroom. It was agreed that several years coverage was desirable to make the results useful in curriculum revision. No matter what is done in curriculum planning, it is the classroom teachers who effect curriculum changes. For this reason it is important that summaries and analyses be made usable and attractive for teachers. Some ways mentioned for doing this were:

1. To have the annual summaries evolve from teacher criticism and suggestions.
2. To keep annual summaries brief and containing fewer statistics.

3. To give more detailed information on typical accidents.

4. To personalize reports that go back to the schools.

Suggestions were given as to ways in which teachers might use accident statistics in the classroom. Some techniques mentioned were integration with almost every subject field, developing classroom discussion about a recent accident, using the descriptions of reported accidents as a springboard for discussion of accident prevention, dramatizing real accident situations as described in accident reports.

The relation of pupil insurance to accident reporting was discussed. It was emphasized that reports for pupil insurance coverage may or may not provide an accident reporting system for a school. Some people reported that the number of accident reports increased after pupil insurance was adopted. The question was raised as to whether or not the information on the Standard Student Accident Report form provided the information needed for reporting accidents to insurance companies. In some places the form has been expanded or revised to include what is needed so that only one report is needed.

Ways of improving present pupil accident reporting practices and of extending reporting were discussed. The work of community safety councils and the need for interest of school administrators were discussed.

The advisability of adopting new terminology; namely, "Accident Accounting and Evaluation" instead of "Accident Reporting" was discussed.

The problem of securing better descriptions of the accidents on the individual report blanks was discussed. It was suggested that improvement might be brought about by delegating the responsibility for reporting to one person in each building and holding an explanation meeting with those persons at least once a year. Another suggestion was to prepare good sample reports from time to time to be distributed to teachers. It was suggested that commendation for good, complete reports will bring improvement.

The matter of student accident reporting at the college level was discussed. It was reported that a cooperative pilot study by the National Safety Council and the American College Health Association on the type and frequency of accidents to college students is now in progress.

The youth below rode into the intersection against the signal. How do you teach elementary youngsters to look out for themselves, riding or walking? Not with overprotection (as immediately at right) but (reading on left to right) with safety taught in the auditorium . . . with safety lessons applied at corners . . . and with a special reminder to "look out when it's dark out."



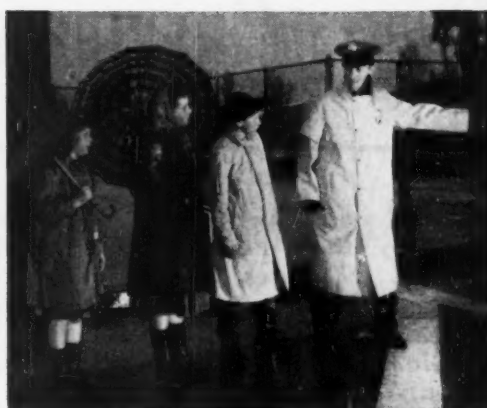
WEEKEND ACCIDENTS CAN BE PREVENTED

. . . through week-ends. But these are good safety education pictures where these pictures



Passing over the double white line created the sad scene above. Left to right, at right, Los Angeles driver education courses combat such accidents among teenagers with behind-the-wheel practice (in the first picture the dynamometer is helping the miss to learn starting, shifting and stopping), with class room tests, and with attention to small hazards which can cause major tragedies.





Their weekend play is safe. The children immediately below won't suffocate in this refrigerator; the locks have been removed from the door. But youngsters can take part in planning for their own safety . . . boys and girls in the classroom below form a committee making special plans for fire prevention week. The chief helps with advice out of experience.

STUDENTS FIRE PREVENTED

Long, year-round school safety activities must be properly organized for attention, as in Los Angeles, California, plans were taken.



"Health and Safety Plays and Programs," by Aileen Fisher, Boston, 1953, Plays, Inc. 297 pages. \$3.50. Safety section, pages 129-262. The safety section is reviewed here by Vivian Weedon, Ph.D., curriculum consultant, School and College Division, National Safety Council.

* * *

Ordinarily I'd have said "No" when I was asked to review this book. The frosting on the safety education cake has long nauseated me and I have often been alarmed by the number of teachers and school principals who seem to think of safety instruction in the terms of assembly programs only.

But I did consent to review it and received a surprising reaction. For I read every one of the 133 pages devoted to safety and enjoyed them all. The book is made up of plays, skits, group readings, songs and recitations. Those in the first half of the book are devoted to health and are not reviewed here. Amateur production of the material is allowed without payment of a royalty fee, although all material is fully protected by copyright.

The 16 safety plays, four skits, 11 group readings, 12 songs and 13 recitations have been developed with imagination and insight. Not one of the plays, for example, hangs its moral on a dream, to which so many writers have resorted. The plots are either out-and-out fanciful or factual, with no uncomfortable attempt to marry the two.

Much of the material is simple and depends on parody. But the parodies, I found, were very well done. For example:

*Jack Sprat was big and fat
 his ladder light and lean,
 and so between them both, you see,
 they landed on the green.*

*An incautious camper named Billy
 Jumped right through the fire to be silly
 His britches caught fire
 and he had to retire . . .
 For wearing a barrel was chilly!*

The humor shown in the above quotations carries throughout and reaches its peak in the verse about father who never broke any rules

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or stepped between cars, and on to delightful conclusion:

*My father was a perfect child—
 his halo shone like new.
 I guess if I were good as that
 I'd talk about it too.*

Author Fisher has helped me to modify my prejudice against safety productions. Possibly I have been guilty of throwing out (not the baby) but the soap with the bathwater. Drama and other forms of production certainly have their place when they are good and when they are an adjunct to and not the entire safety program.

Undoubtedly this book will be very popular with harrassed teachers who *must* put on a play, an assembly program or a parent-teacher association skit. I believe it will do more than that—it will encourage both teachers and pupils to do a little original creation on their own.



ready in april:

Let's Drive Right

by Maxwell N. Halsey

Here's a brand-new text written expressly for high-school driver education courses, by an eminent authority on traffic safety. LET'S DRIVE RIGHT focuses on *safety*, working toward the development of responsible attitudes and good standards of judgment in young drivers. It's full of lively drawings, photographs, and diagrams—and good, meaty text. Write for free examination materials.

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The National School Safety Honor Roll

does it help?

The National School Safety Honor Roll never has been intended simply as an honor rating. Instead, it was instituted and organized as a measure for helping any school to upgrade its own safety program annually and intelligently. But has it done so? And has it done so in the manner in which its originators thought it would? We decided only those schools which had earned Honor Roll rating in the past could know the answer to these questions.

Last month we selected a number of these schools at random, asked them: "How has participation in the National School Safety Honor Roll helped your school or schools in your territory to upgrade safety programs?" Here are the answers:



OPAL H. JOHNSON

*Principal
Lake Como
Elementary School
Orlando, Fla.*

This is the third year that Lake Como Elementary School has participated in the National School Safety Honor Roll. Safety education is a vital part of our educational program and is included in our continuous curriculum planning. We like the suggestions offered by the National Safety Council because they call for a growing program based on the needs of school and community. Included in this year's objectives are an increased emphasis on personal responsibility and the use of accident reports.

Our monthly accident report is posted and

given on the daily newscast. This is providing a stimulus for discussions and suggestions by the pupils as to how to eliminate hazards conducive to accidents occurring too frequently. Our teachers, physical education director, and nurse cooperate with me in evaluating these reports. As a result, instruction and service to the total school program is improving greatly and there are fewer accidents.

Parents have become more interested and are actively participating in our safety education program. We have always had the P.T.A. safety chairman on our safety council, but never before have we had such active participation and cooperation from so many parents. It all started from the publicity the local paper gave Lake Como School when our name was added to the National School Safety Honor Roll. The certificate was awarded at our P.T.A. meeting. There was an explanation of our previous work in safety education . . . and plans were made

with parents for a growing program this year.

We have every reason to believe that the safety education program begun in our school is fast becoming a living and vital part of the lives of the children and parents of the Lake Como community.



E. A. ABRAMOSKI
*Co-ordinator of Safety
and Elem. Physical Ed.
Erie, Pennsylvania*

Our participation in the National School Safety Honor Roll program has helped to upgrade our safety program in our schools in several ways:

► It has provided a testimonial and evaluation check list against which our schools can now check their activities to see how they compare with other schools in the kind of functions essential to a good safety program.

► It has given us ideas so that we even go a step further than the requirements necessary to meet the honor roll prerequisites.

► It has enhanced our public relations with the community. Annual awarding of certificates has brought the local safety council, the safety committee of the Junior Chamber of Commerce, as well as Chamber of Commerce representatives to our schools to make presentations. Local newspapers have also cooperated, publishing photos of these presentations and thus giving the entire community a report of what our schools are doing.

► It has made pupils conscious of the need for "team play" . . . of the fact that safety is everyone's business and each student has a part to play.

► It has induced additional assembly programs in safety education . . . the awards are made before the entire student body.

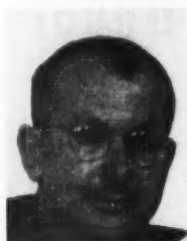
► It has stimulated the local P.T.A. to participation in the safety program.

► It has brought prominent people to the schools and they have added fresh ideas to the programs carried on in our schools as well as bringing praise from the outside.

► The National Honor Roll has brought safety into prominence and given impetus to the safety patrol, the playground guards and the like.

► It has made our community safety conscious where school children are concerned while making the schools more concerned about the subject . . . it has created an interest in teachers and pupils alike.

► It has highlighted safety as one of the important school subjects and created an atmosphere of eagerness to take part in safety plays and other activities on a "competitive" basis.



FRANK BENNETT
*Specialist in
Safety Education
Dept. of Education
Baltimore, Md.*

This is the third year that the Baltimore city schools are participating in the National School Safety Honor Roll. Three years ago we had 11 schools. This year we are expecting more than 30.

For many years our schools participated in the Baltimore Safety Council Honor Roll Award. Schools satisfying those requirements received a certificate signed by the President of the Safety Council and by the Superintendent of Public Instruction (who serves as chairman of the school and child safety committee of the Baltimore Safety Council.)

The testimonial and evaluation check list for the general safety program provides a good, objective method of comparing safety programs in the schools. In addition to the Standard Student Accident Report Form, the Baltimore Schools use a monthly school safety report form which is forwarded each month to the safety education office.

While each school formerly received recognition in its own circle, it seemed a greater honor to them to be recognized by the Baltimore Safety Council, involving the entire community. For the same reason schools are now offered the added incentive of participating in the National School Safety Honor Roll. Moreover, this honor roll provides an annual inventory for each participating school. The result is that comparisons can be made by each school of its programs in succeeding years. This induces self-improvement after self-evaluation with the assistance of community leaders. It is always interesting to note the surprise of some schools as they make this evaluation for the first time . . . and discover how much they have been doing in the way of safety.



THEODORE M. MOORE

*Dean of Instruction
State Teachers Coll.
East Stroudsburg, Pa.*

The Laboratory School of the State Teachers College, East Stroudsburg, Pennsylvania, has given additional emphasis to the teaching of safety since participating in the National School Safety Honor Roll and has extended its activities related to this instruction. These activities are centered in both the school building and the world outside.

Safety instruction is presented in connection with the health and physical education programs so that student teachers may be trained in offering instruction in this area. The use of safety readers, films, posters, and bulletin board displays is featured. Special attention is given to avoidance of accidents on the school playground during activity periods, so that the future teachers will be trained to reduce the number of injuries among children at play.

The pupils of the school benefit by this instruction. In addition they have their own safety program. In democratic weekly meetings the safety patrol, working in conjunction with the student council, decides upon safe practices which are adopted as part of school regulations and are later reported to each classroom by members of the patrol. For example, the civil defense program and fire drill regulations have been studied, proper procedures for both emergencies drawn up, and the regulations adopted by these students. In such ways the individual child develops responsibility for personal and group safety.



JOE HUDSON

*Supervisor
School Trans. Safety
Dept. of Education
State of Arkansas*

I believe that participation in the National School Safety Honor Roll helps to do three things that are essential in a good safety program:

First, it facilitates the stating of objectives of the program; second, it provides recognition for

the achievements made; and third, it provides for an objective evaluation of the school safety program.

The evaluation check list establishes the minimum objectives to be reached, yet makes provision for going beyond the minimum requirements. Planning the program from year to year can be based in part on information given by the evaluation of the previous year.

Most of us like to be recognized, especially when we feel that good work has been done. National recognition through the Honor Roll is meaningful to the pupils who work for school safety. Recognition of this type serves as a motivating force that tends to perpetuate the program from year to year.

Formal evaluation of a safety program or of similar activity is often omitted. A business man would not dare conduct a year of business without having an accounting and an inventory on which to evaluate his year's work. To me it is just as reasonable to have an accounting and an inventory of safety activities in a school as it is to have an accounting in a business enterprise.



J. A. FERNANDES

*Vice Principal
Kalakaua Intermediate School
Honolulu, Hawaii*

Our school is happy to participate in the National School Safety Honor Roll because it is a nationwide program and one vitally interested in the welfare of all the people of our country. Its timely suggestions have stimulated the youngsters to greater participation. Friendly competition has entered into the program . . . our children have read what other schools are doing and, naturally, do not wish to be outdone.

Commendation for a job well done is appreciated by our youngsters, especially when it comes from the National Safety Council. The certificate they received stimulated them to plan for further success. Every student became interested. Parents and teachers heard of the award and became enthused. Instead of remaining a mere school program, safety has now reached out to the community.

A successful program involves the thinking and planning of the whole school. When personnel of our student body council became in-

terested, members reported the plans of the council to the various classes and grade groups. These plans involved activities that, through practice, could better teach safety. A better coordination of class activities is thus also resulting from our recently attaining first year membership on the honor roll.



RUTH B. GIESE
*Principal
United Oaks School
Hazel Park, Mich.*

Honor Roll status over a period of years has kept us working in a practical way. It has caused us . . . principal, faculty, children and parents . . . to evaluate the safety program at our school continuously and annually.

This yearly evaluation has served as a guide to action in the areas where a stronger, more effective program is needed for the next year. The evaluation check sheet has also helped us in incorporating action for safety into our daily teaching.

For example, we keep records of accidents which happen to children. We learned the value of using the specific National Safety Council form for this purpose. For this form creates an atmosphere in which the child (and sometimes the parent) must participate in thinking the accident through . . . in analyzing the behavior which caused the accident and also, sometimes, in practicing a safe way to avoid a similar accident in the future.

Our staff has accepted the philosophy that accidents are caused by unsafe behavior on the part of one or more persons. We have made a study of specific accidents happening to our children. Besides educating individually with the accident prone and his parents, we now file in the child's folder a record of his unsafe . . . and sometimes his safe . . . behavior.

This information is a great asset in interviewing parents with a view to bringing about a change in a child's behavior response. It also sharpens our alertness and attention to what happens to a child on a 24 hour-a-day basis. Such information often surprises parents and can be an asset in public relations.

Accidents to our children last fall took place out of school hours. As a result we have made

a special effort to give attention in our curriculum to fire, traffic, hunting and gun safety, and to home safety. Film showings in these fields have been followed by written assignments and discussions to emphasize points and encourage safe practice. A film on home safety has been shown to each home room group and to parents.

Bulletins pointing out hazardous areas, accident figures and safe practices have gone to each school family once a month. Moreover, many newspaper and magazine articles on safety have appeared on our weekly bulletin boards. New problems have called for immediate action.

Each member of a school staff needs to be enthusiastic and aggressive in teaching safety needs of children. To do this effectively, understanding of these needs must be current and there must be constant job analysis to guide in selection of basic and special materials to be included in the program. This is where annual participation in the National School Safety Honor Roll program has been particularly helpful to us.



E. C. DeMUTH
*Dir. of Special
Activities
Carlsbad City Schools
Carlsbad, New Mexico*

The simple year-to-year motivation plan of the National School Safety Honor Roll furnishes an easy and pleasant way for any school, even the one-room rural school, to improve a safety program.

Once a school wins a place on the Honor Roll, the good old-fashioned American desire to keep on climbing enables the school which is sincere in its efforts to maintain the kind of safety program which will insure its continued place on the roll.

In our rapidly growing system we have been building new schools as well as adding others through consolidation. With additions, our honor roll membership has increased. Each school displays its certificate proudly in a prominent spot, thus reminding students and teachers alike of past attainments as well as of the challenges ahead in the important field of safety education.

Lower Elementary

SAFETY LESSON UNIT

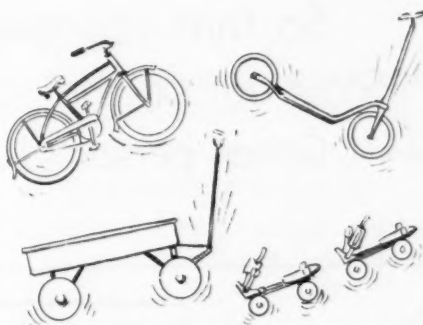
March • 1954



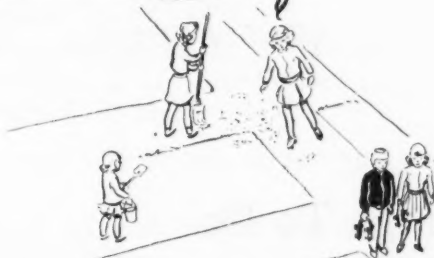
Sketch S-9953-A

1. (Write in the rhyming words.)

With wheels of all kinds
We are happy and gay,
If we use them
In the right _____



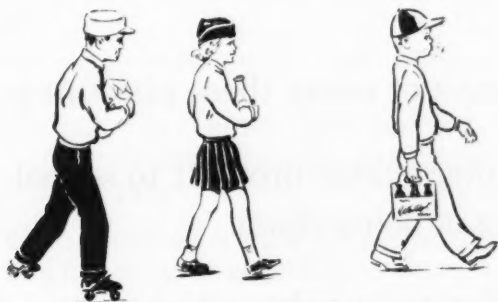
2. Don't put sand on
the sidewalk, Baby.



Roller skates
Need sidewalks neat,
Take them off
To cross busy _____



- 3.



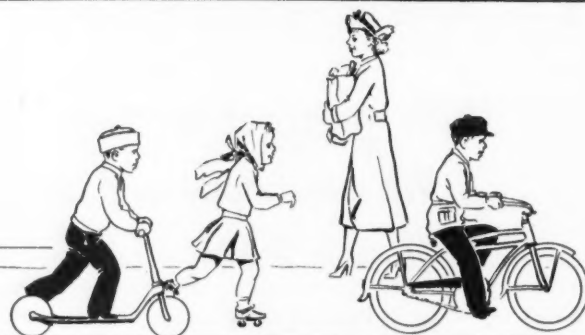
When on wheels
It's a mistake
To carry something
That may _____

4.

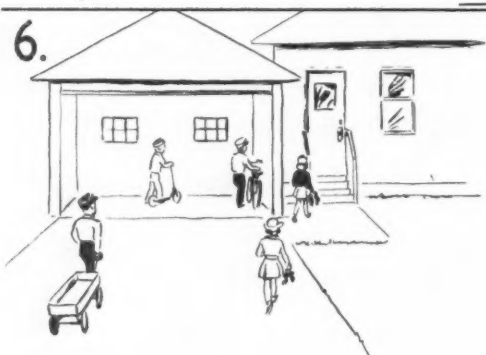


A very bad thing
Is two on a bike
It's better for one
Of you to _____

5. Keep to the right
So that you may
Stay out of the
Other person's _____



6.



When through with work
And with play
Be sure to put
your wheels _____

Some Things To Do

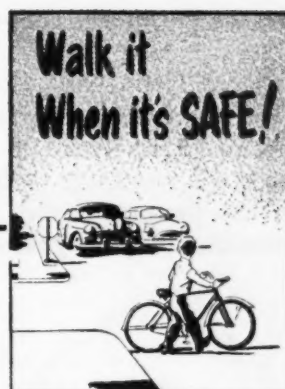
1. Make rhyming puzzles of your own about safe ways of using skates, bicycles, and scooters.
2. Make pictures showing safe ways of using these playthings.
3. Have a bicycle, scooter, and roller skates brought to school. On the playground show safe ways of using them.
4. Tell about good and bad experiences you have had using roller skates, and bicycles, and make rules for using them safely.

Answers: 1 way, 2 street, 3 break, 4 hike, 5 way, 6 away.

Upper Elementary SAFETY LESSON UNIT

March • 1954

Bicycle Traffic Quiz



Sketch S-9953-A

Underline the phrase that makes the best statement.

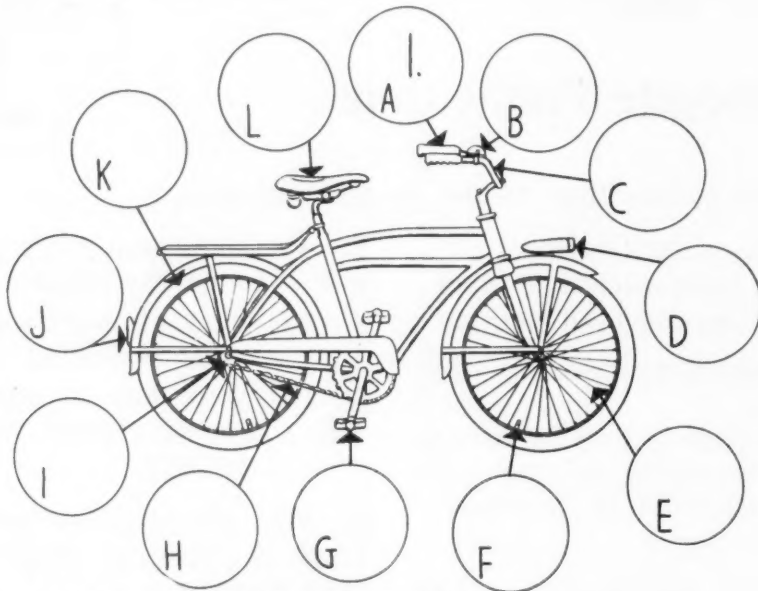
1. If you ride on dark days
 - (a) wear light colored clothing
 - (b) wear dark colored clothing
2. If you wear long trousers while riding
 - (a) keep your feet on the outside of the pedals so your cuffs will not catch in the chain
 - (b) wear clips
3. If you carry parcels while riding
 - (a) they should be held firmly under the left arm
 - (b) they should be in a carrier attached to the handlebars or behind the seat.
4. When you ride in the street you should
 - (a) keep to the right moving with traffic
 - (b) keep to the left facing traffic
5. When you use an arm signal you should
 - (a) keep your arm out while turning
 - (b) put your hand back on the handlebars before making the turn
6. When crossing a busy street or a railroad crossing, it is better
 - (a) to ride slowly across
 - (b) to walk your bicycle across
7. You should not carry another person on your bicycle because
 - (a) he would block your view and make balancing harder
 - (b) your bicycle might not be strong enough to carry two persons
8. You should never hold on to a truck or street car while riding a bicycle because
 - (a) you might lose your balance and fall
 - (b) it makes it hard for the truck driver or motorman
9. When entering a street from a yard, driveway, or alley, you should
 - (a) sound your bell and ride slowly
 - (b) bring your bicycle to a complete stop and look carefully in all directions
10. When you are not using your bicycle you should leave it
 - (a) lying on the ground
 - (b) standing upright

Answers: p. 1, 1a, 2b, 3b, 4a, 5b, 6b, 7a, 8a, 9b, 10b; p. 2, 1a, 2b, 3d, 4f, 5f, 6f, 7f, 8c, 9h, 10e, 11c, 12k

Prepared by Leslie R. Silvernale, continuing education service, Michigan State College, East Lansing, Michigan, and Reland Silvernale, elementary school teacher. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.

Taking Care of a Bicycle

It is important that a bicycle be in good condition so that it will be safe to ride. Following is a picture of a bicycle, with arrows pointing to different parts. Also there is a list of things that should be done to keep these parts in good working order. Write the number of each thing that should be done in the proper circle. For example, in circle "A", the number "1" is written because handle grips should be cemented on.



(As originally used by Bicycle Institute of America, Inc.)

1. Should be cemented on tightly.
2. Should ring loud enough so that it can be heard from a distance of at least 100 feet.
3. Should be seen from a distance of 500 feet.
4. Should be seen from a distance of 300 feet.
5. Should have a cap on it.
6. Should be high enough so that your knee will be slightly bent when your foot rests on the pedal at its lowest position.
7. Should stop the bicycle quickly and evenly.
8. Should have good tread so that your foot won't slip off.
9. Should be snug and have damaged links replaced.
10. Should be straight and tight.
11. Should be firm and high enough so that rider can sit fairly erect.
12. Should have the right amount of air pressure. (50 pounds in lightweight type, 22 pounds in balloon type)

Some Things To Do

1. Discuss the answers to each of the questions in this unit. Tell why each is important.
2. Bring a bicycle to class. Point out the care that should be given each part.
3. Invite a police officer to talk to the class about safe use of bicycles in your community.
4. Plan a group bicycle trip. Make plans and rules that will insure a safe and pleasant time for all members of the group.
5. Illustrate safe riding practices before the class.

Junior High School SAFETY LESSON UNIT

March • 1954



Sketch S-9954-A

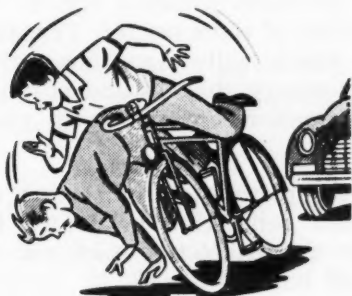
Am I On My Way To An Accident?

To a degree, we decide our own fate. We constantly make choices. Each decision has a result. Each decision we make with regard to how to behave in traffic may have important consequences. In fact, we bet our life on our choices.

To make wise choices we need to know the facts. Do we know the following facts?

Do We Know How Frequently Accidents Occur?

1. More than 200,000 children under 15 years of age were injured or killed in motor vehicle accidents in 1952.
2. Of the 200,000 children, 22,000 were injured while bicycling.



3. Approximately 83,000 of the 200,000 total were child pedestrians.
4. The child pedestrian accident rate was nearly 230 per day.

Do I Know the Actions That May Cause My Injury or Death?

1. In the street—about 23,000 children were injured or killed while playing in the street.
2. Between intersections—20,000 injuries and deaths resulted from this action.



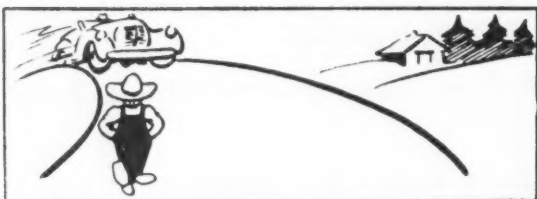
3. Coming from behind parked cars—about 22,000 child pedestrians were injured or killed because they made this mistake.
4. Crossing at intersections—12,000 children learned that even though the correct procedure is followed, the pedestrian must think for two: himself *and* the motorist.
5. Walking in the roadway, hitching rides, etc.—6,000 children were injured or killed because they took these chances.

Prepared under the direction of Kimball Wiles, chairman, Division of Secondary Education, and Vincent McGuire, assistant professor, College of Education, University of Florida. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.

Am I Walking to an Accident?

I usually:

- | | Yes | No |
|--|-------|-------|
| 1. cross heavy traffic streets diagonally | _____ | _____ |
| 2. dash across the street just as soon as the light turns green | _____ | _____ |
| 3. wear light-colored clothing when walking along the highway at night | _____ | _____ |
| 4. give up my "rights" as a pedestrian | _____ | _____ |
| 5. face traffic when walking on an open highway | _____ | _____ |



- | | | |
|---|-------|-------|
| 6. cross a street by coming out between parked cars | _____ | _____ |
| 7. dodge through traffic in order to be on time—being punctual is a habit with me | _____ | _____ |
| 8. get out on the curb side if I am getting out of a car | _____ | _____ |
| 9. wait more than a foot back from the curb for the light to change | _____ | _____ |
| 10. hold my umbrella up high to see where I am going when I cross the street on a rainy day | _____ | _____ |



YES

3, 4, 5, 8, 9 and 10

and items:

NO

1, 2, 6 and 7

I probably won't be an accident victim if I marked:

Am I Riding My Bicycle to an Accident?

When riding my bicycle, I sometimes

- | | Yes | No |
|---|-------|-------|
| carry packages or books in my arms | _____ | _____ |
| ride two or more on a bike along a street | _____ | _____ |
| ride two or more abreast | _____ | _____ |
| hitch a ride on a truck | _____ | _____ |
| go through a yellow light | _____ | _____ |
| race slow moving cars | _____ | _____ |
| expect automobile drivers to dodge me | _____ | _____ |
| cut in and out of traffic | _____ | _____ |
| ignore stop signs | _____ | _____ |
| ride with no hands on the handlebars | _____ | _____ |

ONE "YES" ANSWER MAY RESULT IN MY INJURY OR DEATH. ONE "YES" ANSWER INDICATES I AM A POOR INSURANCE RISK.

Suggested Activities

1. Prepare a list of safety rules for a bicycle rider. Ask a local bicycle dealer to supply your class with safe riding rules. Compare this list with the one you prepared.
2. Make a survey of the pedestrian habits of the students of your school. What are the most common errors? Where do most of them occur? Prepare posters which will warn those who take unnecessary chances and post them at the locations where most violations occur.
3. Take camera shots of correct and incorrect pedestrian behavior. Display your most effective pictures on the school bulletin board.
4. Ask members of the school safety patrol to come to the class to explain their job and tell you how you can assist them.

Do We Know When Accidents Occur?

Two-fifths of the fatal pedestrian accidents occur during hours of semi-darkness and peak traffic—between the hours of four o'clock and eight o'clock, morning and evening.

Senior High School SAFETY LESSON UNIT

March • 1954



Sketch S-9954-A

Solving A National Problem

In science and in other classes you have been taught to use the scientific method. That is, you define the problem, gather the data, suggest a solution, test your solution, and then readjust your solution until it is satisfactory.

A problem bigger than any textbook problem faces all of us today. We can help solve it by using the scientific method. Here is the problem.

The Problem

How can we cut down on the pedestrian accident rate this year?

The Data

Here is how 83,000 pedestrians less than 15 years old were injured or killed in 1952:

At intersections	12,000
Hitching on vehicles.....	1,000
Crossing between intersections...	20,000
Coming from behind parked cars..	22,000
Walking in roadway.....	1,000
Playing in roadway.....	23,000
All other	4,000

As a class we cannot solve the national problem but we can do something about it in our town.

How Can We Attack the Problem?

How can we solve this problem in our community? If we discuss the following questions—they may lead us to think of some possible solutions.

1. Are accidents caused or do they "just happen"?
2. What are the three main causes of child pedestrian accidents?
3. What are the major causes of pedestrian accidents in this community?

4. Is there a particular area in this community where more accidents occur than in any other area?

5. What safety devices already exist in this community?

6. Is there a need for additional safety devices in this community? If so, what kind? Where should they be placed?

7. To what groups can we make safety recommendations?

8. What provision can be made to test the validity of our solution?

Where do we go from here? How do we get the information needed? The police department? The city manager? The traffic bureau? The insurance agencies? The mayor's office? The Chamber of Commerce? The Safety Council? The answer varies from community to community.

How shall we collect the information we need? Should we all read in the library? Should we telephone the city officials? Should we have an official or a safety engineer talk with the class? Should we have committees visit various officers? Each class develops its own procedures for information.

What shall we do about what we find? Write a report? Talk about the facts? Present our findings to other groups in school and out? Talk with our parents? We can't know until we find the facts.

Prepared under the direction of Kimball Wiles, chairman, Division of Secondary Education, and Vincent McGuire, assistant professor, College of Education, University of Florida. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.

What Can We Do?

1. Many high school classes present a gift to the school. What better gift could be given than one that helps protect pedestrians? You might plan a pedestrian safety project in the community that can be labeled, "Gift of the 19__ class of ____ High School." Not only will you be remembered, but you and your children may benefit from it.

2. On the main street in many towns, there is a large sign indicating the number of people killed in traffic accidents this year. Also, the number of days since the last accident took place are shown. A large red light on the sign is kept for two days after a traffic fatality. Maybe a traffic record sign could be erected on the school grounds?

3. Would the preparing of a unit on Safety in Our Town help? It could be placed on file in the school library for other classes to use.

4. Some high school classes made reports to city officials or the local safety council.

5. Many schools conduct poster campaigns. Are posters effective? Let's look at the five poster drawings presented here. What slogans would make them effective safety posters?



1. _____

2. _____



3. _____

4. _____



5. _____

Would A Poster Campaign Help Here?

Have posters been used extensively in your school to make students safety conscious? Could you increase their awareness of the need for caution by a poster campaign? If so, divide the class into committees to prepare posters dealing with pedestrian safety. What will catch attention? To what motives can you appeal? How can you convince the readers? Place your best products in appropriate places throughout the school.

What Else Can You Do?

Posters are only one technique. What other things can you do to decrease pedestrian deaths and injuries?

Possible poster slogans: 1—"I want to report my first accident." 2—"Heads Up! Watch Traffic." 3—"Lost in thought—stay alert, stay alive!" 4—"Careless aren't safe walkers." 5—"Only a sucker takes needless chances!"



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LETTERS
PENNANTS

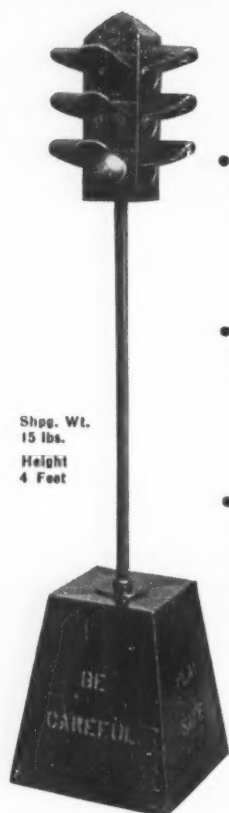
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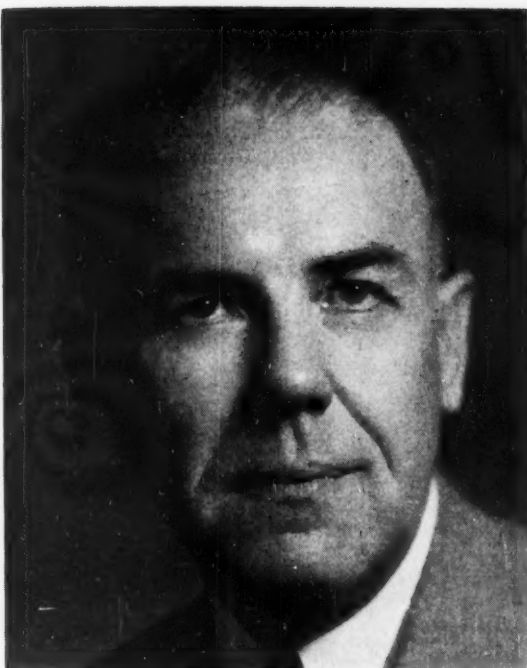
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• Cleveland 15, Ohio



EARL F. CAMPBELL

BULL

Q Campbell at west coast . . .

Since early this year Earl F. Campbell has been director of the National Safety Council Western Region with headquarters in San Francisco.

In conjunction with directing safety in 11 western states and the territories of Alaska and Hawaii, Mr. Campbell now manages the newly organized California Highway Safety Council.

Prior to his move to California, Mr. Campbell had been manager of the Council's Field Organization Department for seven years. With his departure and pending the appointment of a manager, Noble Dutton, assistant manager, Field Organization Department, has been in charge of the office.

Actually, Mr. Campbell's transfer to the Western Region amounted to a return to home ground. He began his safety career in 1935 as manager of the Seattle Safety Council, later became director of safety for the state of Washington. In 1939 he was named managing director of the Portland Traffic Commission. From

1942 to 1946 he was director of the National Safety Council's Western Region, leaving that office to come to Chicago as manager of the Field Organization Department.

Q and the coast takes action . . .

Earl Campbell returned to the west coast with the start of the new year, became simultaneously coordinator of a California accident prevention and traffic facilitation program aimed at making 1954 the state's safest year.

January 3 Governor Goodwin J. Knight issued the year's first official proclamation . . . calling on all Californians to cooperate with the National Safety Council and other safety organizations in a concentrated effort to make every community in the state a safe place to live, work, and play.

Copies of the governor's proclamation were distributed to school children throughout the state. In addition the youngsters received and

current aim is simply to make 1954 the state's safest year, the new California program will be a permanent one.

Q looking back . . .

Early in December the Philadelphia Teachers Association held its annual conference. Safety education was featured in the elementary sessions, driver education in the sessions for secondary school people.

The school patrol and its problems drew the attention of elementary school teachers, with a demonstration by members of the safety patrol of the McCloskey school and discussion featuring a panel of experts. The experts: representatives from the schools, the police department, the local automobile club, plus the supervisor of safety patrols and a woman crossing guard. Dalibor W. Kralovec, Assistant Director in charge of safety education, was in charge of arrangements.

PEOPLE, PLACES, TEAMPLAY

carried home to their parents a California Motorists' Safety Pledge. The pledge was to be discussed with parents, signed by the students, and returned to the governor's office, with the child and his family keeping a portion which states:

"My car far outweighs any pedestrian. I may be right, but I will always give him the right-of-way.

"Better to lose a minute than a life. I will drive at safe speeds and obey traffic laws.

"I am courteous to people in my home and at work. I shall practice that same courtesy on the highway.

"During 1954 I will drive as if the responsibility rests on me alone to make California the nation's safest state."

Thus school children played . . . and are playing . . . a major role in getting a new and broader safety program underway on the west coast. According to Mr. Campbell, while the

MAKE 1954 CALIFORNIA'S SAFEST YEAR

A Proclamation

As we begin a new year, we in California have reason for very serious concern at the terrible cost of accidents during the past twelve months:

Traffic accidents killed more than 2,400 people in California in 1953.

Accidents in and around the home killed more than 2,900 people in California in 1953.

In view of these terrible losses and the vastly greater number of painful injuries, causing unend suffering and tragedy in our State, I, Goodwin J. Knight, Governor of California, do hereby urge that all Californians cooperate with the National Safety Council and other safety organizations in a concentrated effort to make the year 1954 CALIFORNIA'S SAFEST YEAR, and to make every community in our State a safe place to live, work and play.

IN WITNESS WHEREOF, I have hereunto set my hand and caused the Great Seal of the State of California to be affixed this 15th day of December, A.D. One Thousand Nine Hundred and Fifty-Three.



Goodwin J. Knight
Governor of California

ATTEST:

Lawrence R. Jones
Secretary of State

California's proclamation . . .

HOLLYWOOD TRAFFIC BOARD for instruction in DRIVER EDUCATION



Developed by a teacher in the Los Angeles City Public School System to provide an easy method of showing traffic situations in a manner conforming with the best practices of visual education.

1. Simple to operate. Fascinating to watch. Holds attention of viewing group.
2. Several vehicles may be moved simultaneously to demonstrate actual traffic.
3. Operates from the rear. Nothing obstructs the view of the observers.
4. Very light in weight but substantially made. Can be carried anywhere with ease.
5. Needs no special stand because it clamps to any available desk, table, etc.
6. Local highway patterns may be drawn and inserted in the frame to illustrate special situations.

Used by many schools (from 4th to 12th Grades), Utilities such as Bell Telephone Co., Courts, Attorneys, Insurance Companies, Safety Councils, Television Programs, etc.



Patent Pending

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Chicago counts its bruises . . .

Near the end of the year 1953 James J. Griffin, safety coordinator for the Chicago public schools, prepared a report on the injuries occurring to school children in that city during the 1952-53 school year. The report indicated:

▶ That high school freshmen had the poorest safety record in the city's public schools that year, and that kindergarten children had the best. The accident rate climbed steadily from 2.6 accidents daily per 100,000 children in kindergarten to 12.5 for frosh. Young people in the last three years of high school had somewhat fewer accidents than their green-hatted cohorts.

▶ Most of the 6,333 accidents that happened to the 390,960 Chicago school children during 1952-53 were minor cuts, scratches or bruises. But 14 per cent were more serious . . . burns, fractures, puncture wounds and concussions.

▶ There were four deaths: a drowning in a vocational school pool, two children killed by trains, a five-year-old killed by an auto.

▶ More than half of all injuries to grade children were suffered on the playground, most of these during unorganized play at recess or lunch-time.

▶ The most accident-prone group was between 10 and 15.

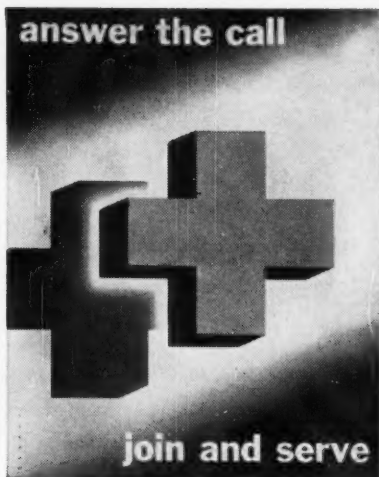


Hold that fire line . . .

When the Michigan State football team traveled to Los Angeles for the annual Rose Bowl classic New Years Day, they were prepared to tackle anything that the University of California, Los Angeles, could toss their way. They were also . . . apparently . . . prepared for the unexpected, safety-wise . . . and this came their way in the form of a hotel fire from which they emerged as heroes.

The Sunday before the big game a fire broke out in a linen closet on the third floor of the hotel where the team was quartered. Smoke filled the corridors. The team organized a fire fighting and rescue squad. One player wheeled an invalid to safety. Others escorted elderly women to the first floor lobby. The fullback pulled down the corridor fire hose and, with the help of his teammates, readied it for service.

About that time the Pasadena fire department arrived at the scene to take charge. It was the fire department which put out the fire. But the team got credit for averting panic, made local and national headlines for their



teamplay in a crisis. Several days later, of course, the headlines were even more interesting to Michigan State students and alumni, who cheered as the team claimed the Rose Bowl title for the midwest.

Q tragic coincidence . . .

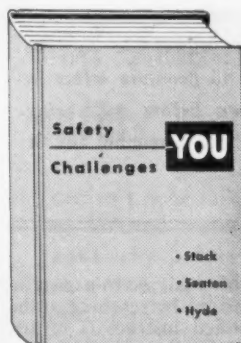
Back in November the editorial staff of *The Academy Star*, student paper of Academy High School in Erie, Pennsylvania, planned an editorial for their December 4 issue. The editorial was to be entitled "This Age of Speed," talk about the need for hot-rod clubs to take teenage speedsters off the streets, channel their interests into getting the most out of an engine rather than the most speed out of a jalopy.

While the edition was in planning, a senior student . . . stellar football player, above average scholastically and with a promising future . . . plus a friend and two girls (all also Academy students) were involved, one Saturday night, in an auto collision. The football player received severe fractures of the head and right shoulder, died the following Wednesday. The two girls ended the evening in the hospital, where they still remained two weeks later. Only one of the four, the other young man, was back in school on December 4.

That was the day *The Academy Star* came off the presses with its editorial against teenage speeding on page 3. On page 1 the issue was dedicated, humbly, to the memory of the dead football star. Near the end of the article which recounted the accident, the staff related:

"At the time of this writing, no inquest has been held; consequently the cause of this accident is officially unknown. Nevertheless, it is apparent from the very nature of the tragedy that high speed was a factor involved."

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SAFETY COUNCIL PATROL UNIVERSAL SAFETY
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SIGNAL FLAGS—12x18 Inches

Red cotton bunting, white lettering, "SAFETY PATROL."
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TRADE PUBLICATIONS

The following publications are intended for the guidance of those responsible for the purchase of equipment to promote safety in the school. The coupon below will bring FREE to responsible school personnel any or all of those listed.

1. **Traffic Safety Teaching Manual:** A 16-page guidebook on safety teaching prepared by teaching authorities for distribution to qualified instructors of traffic safety. School Safety Light Corp.
2. **School-Rush Traffic Signal:** Information on a portable traffic signal which is quickly installed to handle rush-hour traffic problems. Equipped with standard signals, it is also completely automatic. Portable Traffic Signals, Inc.
3. **Fire Exit Hardware:** Catalog describes a line of self-releasing fire exit latches and devices for all type doors. Specifications and suggestions on adequate doors and hardware for each fire exposure situation. Vonnegut Hardware Co.
4. **Teaching Traffic Safety:** Brochure with illustration describes a demonstration board designed for driver and safety classes. Magnetized model cars and traffic signs enable the instructor to utilize the board in a vertical position. Magno-Saf-T-Board.
5. **School Patrol Equipment:** New circular describes and illustrates a complete line of safety patrol equipment. Shown are: Sam Browne belts, arm bands, badges, safety and school buttons, patrol boy raincoats and helmet sets. American Badge Co.
6. **Reduce Playground Injuries with Parafall:** Brochure describes "Parafall" a cushioning material developed for playground areas. Helps prevent severe injuries, caused by falls on unyielding surfaces. Southern Chemicals, Inc.
7. **School Furniture:** Folder illustrates a complete line of school furniture, desks, all purpose tables, easels, etc. Specifications included. Milton Bradley Co.

SAFETY EDUCATION

MARCH, 1954

425 North Michigan Avenue, Chicago 11, Ill.

Please have sent to me the publications checked.

1	2	3	4	5	6	7
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Name.....

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Safety Education for March, 1954 • 40



certificate of achievement . . .

Schools which participate in the Roy Rogers Annual Safety Awards Program in this and future years will receive a handsome certificate of achievement.

The certificate, more than 10 inches wide and eight inches high, printed attractively in green and gold, and suitable for framing, is to be sent to every school sending an entry to the annual awards program. In addition, following judging of entries, first, second and third place elementary schools in the nation will receive the usual statuettes of Rogers' horse, Trigger, for display in their schools.

May 15 is the final deadline for receipt of annual school safety reports for the sixth annual awards program. Send your report . . . or write for more information . . . to Roy Rogers Safety Headquarters, 1418 No. Highland Avenue, Hollywood 28, California.

All safety reports received will be pre-judged by the Public Safety and Accident Prevention Class at the University of Southern California under the supervision of Cecil Zaun, Supervisor of Safety for the Los Angeles Schools. Final selections will then be submitted to the Roy Rogers Safety Committee for the award judging.

school for patrol captains . . .

More than 300 safety patrol captains and co-captains from 200 Pittsburgh and Allegheny county schools attended a two-day training camp at South Park, Pittsburgh, in recent months.

The camp was sponsored by the Western Pennsylvania Safety Council to teach patrol leaders routine duties. Classes included first aid, proper control of students at crossings, and proper methods of loading and unloading school buses. Instructors included school safety leaders, safety council staff members, and Red Cross representatives. The youthful captains were required to keep notes on all lectures.



BE A WISE OWL

and simplify your safety instruction

Teacher's schedules are busy ones—checking finished work—preparing new lessons. That's why Safety Education Data Sheets are a necessary aid for simplifying safety instruction.

You can have practical knowledge of common accident hazards—right at your fingertips. Designed especially for teachers, these articles give in compact form, all the information for teaching safety on a particular subject. Each Data Sheet includes available accident statistics, circumstances leading to accidents, basic precautions, along with source material. Two to six, 7x10" pages.

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*Before ever he speaks a word, he asks your love.
In it begins the security he will need forever.*

*The whimper when he's hungry, the sigh of peace
when he's fed and warm, the cuddle of his sleepy
body—all these tell a need that never ends.*

*The need that none of us outgrows: to be safe
and secure in body and heart as long as we live.*

*That each of us is free to make secure the lives
of those we love, is our peculiar privilege.*

*As we take care of our own, we also take care
of America. Out of the security of each home
rises the security of our country.*

*Your security and your country's begin in
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Saving for security is easy! Here's
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